

Education Policy Centers Network

NEWSLETTER

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EDITORIAL

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International Conference on Curriculum Reform and Implementation in the 21st Century

By Esin Aksay and Batuhan Aydagül
Education Reform Initiative, Turkey

“Educational transformations are always the result and the symptom of the social transformations in terms of which they are to be explained. For a people to feel at any given moment the need to change its educational system, it is necessary that new ideas and needs have emerged for which the old system is no longer adequate. But these needs and ideas do not arise spontaneously ‘...’”
(Emil Durkheim)

Education transformation is highly dependent on continuous curriculum reform. Reform should be based on comprehensive and well-designed plans as well as on persistent efforts of policy makers and stakeholders to implement it successfully. This process could be further enlightened if supported through studies and conferences that promote intellectual exchanges.

With these aspirations in mind, the Board of Education of the Turkish Ministry of National Education hosted the **International Conference on Curriculum Reform and Implementation in the 21st Century** together with the Education Reform Initiative, Delegation of the European Commission to Turkey and World Bank in Istanbul on 8-10 June 2005. The conference attracted interested policy-makers, analysts, scholars, experts, teachers and representatives from NGO's and international organizations in more than 10 countries.

The objective of the conference was to provide an opportunity for countries modernizing their curriculum objectives and programs at either the primary or secondary levels to share their experiences, lessons, questions, problems, and concerns, as well as visions, expectations and success stories with one another. It sought to generate discussion and policy dialogue with respect to the issues of social change, skills for the knowledge economy, implementing the new curriculum, school supervision, selection exams and their relevance to curriculum reform.

There were six plenary, one group discussion and one case study sessions during the conference. The first meeting of the conference, which featured **Prof. Emeritus Donald K. Adams** from the University of Pittsburgh and **Dr. Dakmara Georgescu** from IBE-UNESCO, was on improving skills for the knowledge society. Both of these renowned scholars criticized the generic use of “knowledge society” and discussed its content as regards its advantages and disadvantages. This critique was a useful reminder to all of us on never dropping our critical thinking attitudes, even before concepts that we familiarize with very quickly and use often. Prof. Adams and Dr. Georgescu then discussed the set of skills emerging through the global transformation we live in and the methods to acquire these. Key issues included a variety of challenges on curriculum (attaining universal primary education, gender equality, early childhood education and quality) and traditional vs. modern techniques in designing the curricula.

The following session focused on translating the curriculum into teaching and learning. **Dr. Pasi Sahlberg** from the World Bank drew a conceptual framework regarding understanding change and curriculum and closing the implementation gap in between. In his concluding remarks, Dr. Sahlberg stated that we should all understand that successful implementation requires change knowledge and failure is a result of neglecting it. **Dr. Emin Karip** from the Board of Education of the Turkish Ministry of Education talked about the recent experience of Turkey on developing and implementing a new curriculum for primary schools. Dr. Karip's presentation outlined the challenges of reform process and underlined the significance of monitoring the pilot implementation, teacher training and development of new teaching materials to achieve change in the classroom. (see next page)

Afterwards, participants were able to hear insights of two experts on accountability policies and curriculum reform. **Pentti Yrjölä** from Finnish Board of Education talked about the Finnish case as having confidence in the school system, reflecting educational equality, and social constructivist approach. His question to all was how to balance control and confidence in the school. **Dr. Sergij Gabršček** from CPZ-International Center for Knowledge Promotion, Research and Development Unit in Slovenia emphasized the issue of assessment, mainly functions and forms of examinations and the conflictual nature of the relationship between curriculum and examinations. He also underlined the significance of sufficient potential for the development of expertise, willingness to draw on the experiences of other systems and to use external expertise; and recognition of the need for good communications and strong relationships with the public and other partners in education as critical success factors in the curriculum reform process.

On the “voice of the stakeholders” panel, **Batuhan Aydagül** from Education Reform Initiative in İstanbul and **Dr. Alexandru Crisan** from Center Education 2000+ in Romania focused on the importance of sustaining a participatory stakeholder base while designing and implementing curricula whereas **Mutlu Öztürk** from Dame De Sion High School criticized the piloted curriculum in Turkey. Öztürk pointed out weaknesses in the areas of gender parity, human rights/democracy approach, ecological awareness, socio-global inequalities and multicultural education perspective. All speakers underlined the fact that stakeholder participation in the monitoring process is key to assuring continuous improvement in curriculum.

Plenary 5 focused on curriculum and social change. **Dr. Roger Avenstrup** from Roaven Educational and **Dr. Livingston Merchant** from Robert College in İstanbul emphasized the process of social transformations and their relation to curriculum reform. They presented a perfect illustration of curriculum reform as regards its relation to various political and social actors and dynamics in the society. Their presentation was a good reminder to all of us that curriculum reform is not purely “education” and that it does not take place in a sterile environment. Thus, it is necessary to benefit from other social disciplines to better understand curriculum as a product of social change.

Following high quality presentations with emphasis on more conceptual discussions, participants were lucky to hear case studies from seven countries. Distinguished scholars and experts from **Croatia, Finland, Georgia, Latvia, Romania, Tajikistan** and **Turkey** reflected on different processes of curriculum reform in their country and shared their experiences. During the group discussions participants sought answers to the question of what have been the main drivers of curriculum reforms, main forms of curriculum reforms and main implementation strategies.

During the closing session, **Edmond McLoughney**, country representative of UNICEF in Turkey, drew attention to other critical issues overarching the Turkish education system. He emphasized access issues and children out of school, stating that while there have been improvements lately, further progress is needed so that these disadvantaged children can also attend school and benefit from the new curriculum. The final speaker of the conference was **Neyyir Bertay** from Education Reform Initiative. Bertay pointed out to the divergence between increasing certainty and the pace of change in the society on the one hand and individuals’ need of self-assurance and stability on the other. Accordingly, this divergence further complicates the whole reform process, providing the main element of resistance to reform at all levels, from parents to teachers to policymakers.

Overall, there has been a widespread agreement that a transformation of education through curriculum is an important factor of change. This conference helped to reinforce the understanding that curriculum cannot be designed finally; it requires built-in structures of flexibility in order to increase efficiency and promote effective implementation. Another important element of a curriculum reform is to sustain continuity and detailed planning that would incorporate stakeholder involvement. Thirdly, a comprehensive teacher training, which takes into account the improvement of teachers’ technical and practical knowledge, is a crucial factor of every reform process. Finally yet importantly, there needs to be an all-inclusive participation and understanding. Content does not dictate form per se.

The new generation of policy-making has shifted emphasis away from a single study towards reform and reinvention of institutions, and partnerships between public, private, and non-profit sectors². This fact brings us to the necessity of a diverse “shared knowledge base”, which would contribute to devising alternative strategies during education reform process. The participant base and the level of experiences shared have all contributed to this comprehensive idea of policy making throughout the conference.

For more details on the conference please contact:

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² Klitgaard, Robert. The Changing World of Policy Analysis.

MONTENEGRO

Inclusive education in Montenegro

Project «Inclusive education» came into life in 2003/04 in Montenegro. Author of the Project is Montenegrin Ministry of Education and Science in cooperation with UNICEF, Save the children and NGO sector.

At present, this project includes 21 schools and 81 children with special needs. The idea on inclusion of children with special needs into formal system of education began in **1998** in Montenegro, with a pilot project «Integration of children with special needs into regular kindergartens» realized in cooperation with the British NGO «Save the children» in a pre-school institution. This was for the first time in Montenegro that children with special needs entered regular kindergarten, played and learned together with other children.

Law on Education of Children with Special Needs for the first time came into force in **2004**. This legal framework is a precondition for the success of this project.

Inclusive education in Montenegro is based on the principles of «equal opportunities» and «freedom of choice in accordance with individual abilities». This implies that the country assumed the responsibility for guaranteeing equal rights in education of every individual, irrespective of their physical or psychological constitution, giving opportunity to each child to express their own possibilities. According to these principles, every child should be given freedom of choice: different contents, different ways of learning, different forms of working. New concept of education in Montenegro implies all these principles, presented in «The book of changes» as well as the principles of international Conventions on child rights and Convention against discrimination of students in education.

In this respect, five «mobile teams» have been organized in the Republic, in order to provide support to schools, parents, health care institutions in the education of children with disabilities. This implies many things like: adjusting school areas in order to enable access for this children to school facilities, necessary training for teachers, providing appropriate materials and conditions to meet the needs of children with handicap. This process is still very complex and demanding, taking into consideration that we still do not have a proper data base for children with handicap in Montenegro.

Some of the key partners who participate actively and provide support to this project in Montenegro are: Government of Finland, OECD, COSV, UNICEF, Save the children, NGO sector in Montenegro and others.

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ROMANIA

George Soros Commends Anti-discrimination Efforts as Romania Assumes Leadership of Decade of Roma Inclusion, Bucharest (source: ROMEA)

George Soros welcomed Romania as the new President of the Decade of Roma Inclusion, an initiative spanning 2005-2015 aimed at ending discrimination against Europe's largest minority. The Decade, which was launched in February, is an unprecedented international effort to ensure that Roma have equal access to education, housing, employment, and health-care.

Each of the countries participating in the initiative—Bulgaria, Croatia, the Czech Republic, Hungary, Macedonia, Romania, Serbia and Montenegro, and Slovakia—will implement individual action plans developed in cooperation with Roma leaders and civil society.

Romania, with the largest Roma population of the eight countries that have endorsed the Decade, is scheduled to assume the rotating Presidency on July 1st. It will focus on donor coordination, increasing public awareness of the Decade through targeted action, and addressing discriminative attitudes through the media.

"I am pleased that Romania has taken on the role of directing this important initiative," said Soros, who is chairman of the Open Society Institute, a key supporter of the Decade. "I hope that the Romanian government will rise to the challenge and work to lift Roma out of poverty and isolation, and to put an end to centuries of discrimination."

Soros ended a three-day visit to Romania, and has pledged the resources and expertise of Open Society Foundation—Romania to support national efforts to achieve Decade objectives. He has met with leading public figures, including President Traian Basescu, Prime Minister Calin Popescu-Tariceanu, representatives of the EC Delegation and other international institutions, as well as of Roma civil society, to discuss practical approaches for achieving social inclusion for Roma.

George Soros's visit coincides with the Foundation's fifteenth anniversary, as well as the fifth anniversary of Soros Open Network—Romania. Soros has spent some 121 million USD to promote open society in Romania, and has helped leverage another 36 million USD from other donors.

Soros will contribute 30 million USD to the newly established Roma Education Fund, which will support education reform in conjunction with the Decade. Governments, multilateral and private organizations, and individuals have also contributed to the Fund, which now has more than 43 million USD in pledges.

"The launch of the Decade four months ago showed that the political will exists to enact reform," said Soros. "But the real work must now be done to effect concrete change to transform the lives of Roma in Europe."

For more on this topic [click here](#)

ROMANIA

Study tour for Central Asian education experts

Between May 21-31, Center Education 2000+, Romania organized a study tour for 16 participants, consisting of 4 individuals from Kazakhstan, 4 from Kyrgyzstan, 4 from Tajikistan and 4 from Uzbekistan.

The program - *Civic Education Curriculum Development and Interactive Methods Study Tour* – organized as a 10 days episode had its goals to strengthen civic education curriculum development practices in Kazakhstan, Tajikistan, Uzbekistan, and Kyrgyzstan. Representatives of educational institutions from the respective countries have learned about civic education curriculum development in Romania so they could later apply best practices in their own countries.

The objectives of the program were: (a) To introduce participants to the development and implementation of a national curriculum framework on the basis of a set of student performance objectives; (b) To introduce participants to various approaches to teaching civic education in secondary and high schools of a selected country through direct observation and interaction with teachers and relevant officials; To introduce participants to the curriculum development process at the national level.

The program was made of a number of *official meetings* and training will be provided by *Center Education 2000+*. In this regard the participants had meetings at the Romanian Parliament, the Ministry of Education (Deputy Minister; General Director; Responsible for Civic Education), the Institute of Educational Sciences; National Board of Curriculum. Training sessions included Curriculum Development; Curriculum for Civic Education; Current Trends in Civic Education Worldwide; European Dimension; Interactive Methods in Teaching/Learning Civics; Assessment; Education for Democratic Citizenship; Gender Issues in Civic Education; Civic Education and Community Services;

The agenda also included case studies (through school visits, meetings with different Non-governmental organizations, round tables, and panel discussions) and analysis of different national and international projects runs in Romania;

The *Center* is a non-governmental, non-political organization; it is currently learning-, task- and project-oriented organization that establishes priorities, selects programs and project areas according to the dynamics of the national and international educational market. During the last few years the Center has organized visits for CAR experts in Education (2003 – Tajik Ministry of Education; 2003 - Bulgarian Ministry of Education and Science; 2004 – Education experts from Kazakhstan, Kyrgyzstan, Tajikistan and Uzbekistan.

Click [here](#) to learn about study tours in Romania

For more details please contact Ciprian Ciucu, cciucu@cedu.ro

SLOVAKIA

Troubled exams

For the first time, Slovakia carried out a national external secondary school leaving exam in selected subjects. In previous years, each school set its own leaving exams although centralized exams have been undergoing testing for several years. Students took the unified tests in math and foreign languages at two levels, A and B.

The examination was marred by problems, since the Mathematics A test had to be repeated after a portion of exam takers were handed out tests along with correct answers. Students who did not get the incorrect tests protested having to re-sit the exam but the Ministry of Education decided all students taking Mathematics A had to re-take the test. Investigations showed the problem was caused by an employee of the State Pedagogical Institute in charge of printing the tests. The director of the institute has been replaced.

Preliminary results showed best performance in secondary grammar schools in two eastern-most regions, which belong among the poorest of the country's eight.

For more details please contact Andrej Salner, SGI, salner@governance.sk

UZBEKISTAN

Construction of collages and lyceums runs throughout Uzbekistan

Large-scale work on construction of collages and lyceums, their equipment with the up-to-date technology is being implemented in the frames of the National Programme for Preparation of Specialists in all regions of Uzbekistan.

Several years ago, Japanese Bank for International Cooperation issued a beneficial yen-based credit in the amount of US\$59 million for the implementation of the Project "Development of secondary specialized, professional education".

Construction and repairing of 50 professional collages has been completed in the framework of this project coming to this point. Also, modern equipment has been procured, and training courses have been organised for the local teachers.

The Manager of the Project of the Sumitomo corporation Takashi Yamamoto said "successful implementation of this project was made possible with the all-round support of the Uzbek government and all concerned local organisations.

The collages we have built will soon produce qualified specialists of various spheres of national economy. I would like to note that Uzbekistan is one of those rare countries, which invests large funds in the education of its young population, the future of the country".

Click [here](#) for more on this topic

OSI ESP

Training workshop on advocacy strategies and communication tools for the Education Policy Centers-participants of education monitoring projects

OSI ESP organized the training workshop *Developing effective advocacy strategies and communication tools for policy action* that took place on 6-8 June 2005 in Istanbul, Turkey. It was designed for the participants of two education monitoring projects: Monitoring Drop-outs and Monitoring Private Tutoring. Representatives of the Network of OSI related Education Policy Centers (NEPC) from 17 countries participated in the training that was led by two lecturers – Lisa Quinn and Eoin Young from Local Government and Public Service Reform initiative (LGI), Open Society Institute, Budapest.

The aim of the workshop was to build the strategic capacity of participants to design a targeted and policy-relevant advocacy campaign and supporting communication tools in order to achieve their desired policy objectives. This workshop has been specifically developed in response to the needs of education policy centers at the current stage of their policy project, i.e. moving from research and analysis and beginning to think about effective communication, dissemination and advocacy. It was also designed to build on the insight developed through the initial workshop on policy paper writing conducted in Baku, March 2005. The series of workshops aims to continue development of the required capacity to support the production of strategically focused and outcome-oriented policy projects.

For more information, please, contact Virginija Budiene, coordinator of EPC networking initiative at virginija.budiene@fsf.vu.lt

European Commission

PhD programmes in tune with the job market

European education ministers meeting at the Bergen summit on 19-20 May urged universities to ensure that their PhD programmes promote interdisciplinary training and the development of transferable skills, thus meeting the needs of the wider employment market. Ministers said they wanted more PhD students taking up research careers within the European Higher Education Area (EHEA). Currently the fear is that too many are being drawn away to the US.

They also undertook to ensure that higher education institutions have the necessary autonomy to implement the agreed reforms and recognised the need for sustainable funding of institutions. In this context they upheld the principle of public responsibility for higher education.

By the time of the London summit in 2007, ministers said they would be looking for progress in:

- implementation of the standards and guidelines for quality assurance as proposed in the European Association for Quality Assurance (ENQA) [report](#);
- implementation of the national frameworks for qualifications;
- the awarding and recognition of joint degrees, including at the doctorate level;
- creating opportunities for flexible learning paths in higher education, including procedures for the recognition of prior learning.

The idea behind the recognition of prior learning is to make it easier for students to move from one cycle to the next. Ministers agreed to work towards more recognition of non-formal and formal learning for access to, and as elements in, higher education programmes. Non-formal learning refers to structured learning outside an education or training system that does not lead to certification. For more on this topic [click here](#)

Study on citizenship in schools: EU covered in curricula of two thirds of countries

According to a study on pan-European citizenship education in European schools, two thirds of countries have schools with strong coverage of EU integration and its institutions.

The history of European integration and the functioning of the European institutions are specifically covered in around 20 countries (mainly at secondary level), says a study by Eurydice, an information network on education in Europe. The study, which covered 30 European countries, looked into issues such as how pupils are being prepared for their role as responsible European and world citizens.

Further points include:

- The majority of countries take account of the European dimension in their in-service teacher training, but only eight officially recommend its inclusion in initial teacher education.
- Teachers have opportunities for participation in foreign exchanges or study visits within European programmes.
- Europe is more present in secondary education than primary education curricula.

In the former communist bloc, preparing young citizens for constructive participation in national and European society is one of the main aims of the educational reforms they have implemented since 1990.

The study is particularly relevant as, following its meeting on 23 and 24 May, the Education Council called on the Commission to develop Lisbon-related performance indicator strategies for areas including active citizenship.

For more on this topic [click here](#)

European “testing” conference: Common European Principles for teacher competences and qualifications

After more than two years work with its expert group on improving the education of teachers and trainers, and leading European teacher education specialists, the Commission has now prepared a text on [Common European Principles for Teacher Competences and Qualifications](#)

These principles, which respond to the recommendations made by the Joint Interim Report of the Education Council and the Commission of 2004, mark an important stage in our work in **Education and Training 2010**. They provide a basis for the development of policies which respond to the challenges which face the teaching profession in the knowledge society.

The “testing conference” on 20-21 June will provide a **forum for engaging with key policy makers and teacher educators** on the common principles text, and for ensuring that it becomes a useful tool for supporting policy development within countries.

The conference brings together over 100 senior policy makers and teacher education specialists from across Europe and representatives of leading stakeholders, in order to examine the relevance of the common principles and ensure that they respond to the needs of the teaching profession at this time.

For more on this topic [click here](#)

WORLD BANK

86.59 million loan for the Equal Access to Quality Education in Ukraine Project.

(source: The World Bank web site)

The World Bank’s Board of Executive Directors approved a US\$ 86.59 million loan for the **Equal Access to Quality Education in Ukraine** Project. The four-year Project is the first phase of an Adaptable Program Loan (APL) to support Ukraine’s reform initiatives in the education sector.

Ukraine’s education system suffered greatly from the country’s years of economic collapse. A drop in funding and salaries for education, along with deteriorating schools, brought about a decline in the quality of education.

The Project will help Ukraine achieve equal access to quality education and improved efficiency of the education system. It will help prepare Ukraine’s students for the knowledge society by raising the awareness, knowledge and professional competencies of teachers and school directors in order to implement the reforms underway in general education; supporting efforts to improve the conditions of teaching and learning in secondary schools; and strengthening the policy development and management capacities of the Ministry of Education and Science and other institutions responsible for work on education.

A large share of the Project funds will go toward rehabilitating schools in priority areas and increasing efficiency through the optimization of the network of schools.

The education reforms and proposed investments will lead to an increase in public credibility and confidence in the system, which in turn will result in increasing participation rates, parents and stakeholder involvement and overall quality.

*“About 22,000 schools, of which 70 percent are located in rural areas, half a million teachers, and more than 6 million students will ultimately benefit from the project’s support to Ukraine’s ongoing education reforms,” - says **Ana Maria Jeria, Program Team Leader.***

The loan will be at the Bank’s standard interest rate for LIBOR-based, single currency dollar loans, repayable in 20 years, including a 5-year grace period. Since Ukraine joined the World Bank in 1992, commitments to the country total over US\$4.0 billion for 31 operations.

For more project information [click here](#)

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Bosnia And Herzegovina: World Bank Supports Restructuring the Education System

The World Bank approved a US\$10 million Education Restructuring Project for Bosnia and Herzegovina. This project has been prepared in close cooperation with BH authorities, and local and international experts, in order to address the urgent need for further restructuring of the education system, clearly identified in BH’s medium-term development strategy.

“This project is a logical continuation of the three previous education projects which the World Bank has supported in Bosnia and Herzegovina over the past ten years,” said Dirk Reinermann, the World Bank Country Manager in Bosnia and Herzegovina. “Our earlier support to the education sector was focused on basic reconstruction and equipping of war-destroyed schools. The project which just finished was implemented successfully, and began the process of helping schools and universities carry out changes they considered most important. This new project is designed to help the Bosnian education system take the next steps in the reform process.”

Various analyses and reports, as well as local and international experts, have identified secondary education as a key sub-sector where the lack of relevance and low participation rates are hindering economic growth and more equitable resource distribution. As an apparent consequence of the narrow vocational curriculum, and the perceived lack of relevance to their future lives, students drop out from vocational programs at a much higher rate than from gymnasiums. Unemployment rates are also higher for adults who attended these programs. In addition, vocational graduates have double the rate of participation in the informal sector. The poor are much more likely to enter these programs, which results in a cycle of disadvantage being perpetuated in which the poor have access to secondary education of poorer quality and then either drop out or are less able to find employment. (see next page)

NEWS & EVENTS

In light of this situation, the Education Restructuring Project has been prepared to strengthen and improve the education system in the country by increasing participation in secondary education and access to tertiary education, particularly among the poor. Selected secondary schools will receive grants to increase the number of students entering four-year programs, and to reform vocational courses to provide more relevant skills and knowledge. The project will also help make the distribution of public funds more effective and transparent.

Since 1996, the World Bank in Bosnia and Herzegovina has provided approximately US\$32 million through three projects for the reconstruction and reform of the education system. This is a part of the overall US\$ 1.1 billion committed by the World Bank to Bosnia and Herzegovina through a total of 53 projects. The new World Bank Country Assistance Program for Bosnia and Herzegovina (CAS) will provide between USD 150 and 180 million in support of the implementation of BH's Medium-Term development Strategy during the period 2005-07.

More information about the World Bank in Bosnia and Herzegovina available at: www.worldbank.ba

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NEW PROJECTS & INITIATIVES

OSI Education Support Program/Teachers College (TC) at Columbia University, New York Post-graduate Distance Course in International Education Policy Studies (2005)

The Education Support Program (ESP) OSI Budapest and Columbia University (Teachers College) are pleased to announce the third joint post-graduate course in international education policy studies. The course, which will be conducted in English, will be structured to allow students to produce a sub-sector analysis on a particular issue of the course participant's choosing, ranging from governance to decentralization and financing, transparency and corruption, equity and access in the general education sector.

This distance course will run over 14 weeks from September 8, 2005 until December 10, 2005.

Teachers College at Columbia University, New York, is the oldest and largest graduate school of education in the United States. It has been ranked (Masters program and Doctoral program) among the top three graduate schools of education in America along with Harvard University and Stanford University, and hosts the largest post-graduate degree program in international education. Based on the great feedback from last year's participants, the course will be offered again this year.

National Foundations and members of the Soros education network and their partners are encouraged to make use of this opportunity to:

- Continue building Foundation and country capacity in policy related work;
- Strengthen capacity of local education organizations (particularly OSI education spin-offs, associated NGOs, 'think tanks', policy units/centers, and partner universities) that are involved in education policy related work.

Instructors

Gita Steiner-Khamsi, Ph.D., who is Professor of Comparative and International Education, Teachers College, Columbia University, New York. Having worked in a ministry of education for ten years and taught policy studies in an international context, she brings substantial experience and knowledge on education reform trends and strategies to the course.

Iveta Silova, Ph.D. works as an education advisor and researcher at the Centre for Educational Innovations in Baku, Azerbaijan. Over the last 10 years, she has worked in the Baltics, Central Asia and the Caucasus for the Open Society Institute, UNICEF, USAID and the Organization for Security and Cooperation in Europe (OSCE). She is currently pursuing research on globalization, education borrowing and education policy efforts addressing educational inequities in the transformation societies of the former socialist bloc.

Additionally, Dr. Alexandria Valerio, World Bank, will participate as a guest-lecturer in the course.

Criteria for applicants

- Have a completed bachelor's degree;
- Be working in the education field;
- Be currently involved in education policy related work;
- Have full backing from a Soros Foundation or OSI Network program, or his/her own organization (a spin-off NGO, OSI related policy center or partner institution of any of the OSI entities) and meet the requirements stated in this announcement;
- Be committed to attending all activities, meeting all deadlines and completing the course (an outline of dates is presented below);
- Be prepared to undertake a sub sector analysis review on one of the following three thematic topics: governance and/or decentralization, and financing; transparency and corruption; equity and access in the general education sector. The thematic topic will have to be negotiated with another team member from your country if two students from one country are selected.
- Have excellent oral and written skills in English.

[Deadline to submit your application is July 8, 2005:](#)

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Governance

Steering Committee

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Ayla Göksel Göçer – Mother Child Education Foundation

Prof. Tosun Terziođlu – Sabanci University

Prof. Üstün Ergüder – Project Director

Neyyir Berktaý – Project Coordinator

Batuhan Aydagül – Project Specialist

(in addition there is an Advisory Board consisting of 15 members)

Year established

2003

Area Of Interest In Education Policy

Mission/scope

To form a network of stakeholders in Turkish education, including government agencies, academic circles, schools and non-governmental organizations, to incubate ideas and serve as an observatory of progress for education reform.

Recent Education Projects

EU Gender Project together with Mother Child Foundation and Association for Supporting Women Candidates

'7 is too late' campaign to advocate for expansion of early childhood education

Monitoring and Research:

Social Sciences Curriculum proposal for Grades 4-8

Report on Education and Human Resources for the 4th Turkish Economic Congress

Monitoring of national advocacy campaign on Gender Parity

Independent Curriculum Review Commission Report on Curricula for Grades 1-5

Religion education consensus document

Conferences, seminars and workshops

- Annual Conference on Best Practices
- Annual local workshops on Best Practices
- Education Sector Study Workshop (in collaboration with the World Bank)
- International Curriculum Conference (in collaboration with the Board of Education, World Bank)

Publications

Briefing notes on:

- Turkey's demographic gift
- Turkish students' performance on TIMSS-R
- Turkish students' performance on PIRLS

PARTNERS

Local

Mother Child Education Foundation (AÇEV)

Sabanci University

Aydın Dođan Foundation

Private Schools Association of Turkey

Friedrich Ebert Stiftung

International

Open Society Institute

Number of institute staff members: 7

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Ayla Göksel Göçer – Project Deputy Director

Neyyir Berktaý – Project Coordinator

Batuhan Aydagül – Project Specialist

Aysun Sayın- Project Assistant

Esin Aksay- Project Assistant

Evren Gönül- Project Assistant

[Center For Democratic Education \(CDE\)](#)
Albania

[International Center for Human Development- Education and Training Unit](#)
Armenia

[Center for Educational Research and Development \(CERD\)](#)
Croatia

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Kyrgyzstan

[Foundation 'Education Initiatives Support' \(FEIS\)](#)
Kyrgyzstan

[Center for Public Policy PROVIDUS](#)
Latvia

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Moldova

[Institute of Public Affairs \(IPA\)](#)
Poland

[Center Education 2000+](#)
Romania

[National Institute of Education \(NIE\)](#)
Republic of Bulgaria

Call for proposals for Marie Curie Research Training Networks

Identifier: [FP6-2005-Mobility-1]
Publication date: 17 June 2005
Budget:
€ 220 million
Closing Date(s): 28 September 2005 at 17.00 (Brussels local time)

There are a number of different schemes on offer:

Host-driven actions

- Marie Curie Research Training Networks (RTN)
- Marie Curie Host Fellowships for Early Stage Research Training (EST)
- Marie Curie Host Fellowships for the Transfer of Knowledge (ToK)
- Marie Curie Conferences and Training Course (SCF, LCF)

Individual-driven actions

- Marie Curie Intra-European Fellowships (EIF)
- Marie Curie Outgoing International Fellowships (OIF)
- Marie Curie Incoming International Fellowships

Excellence recognition

- Marie Curie Grants for Excellent Teams (EXT)
- Marie Curie Excellence Awards (EXA)
- Marie Curie Chairs (EXC)

For more [info click here](#)

CALL FOR PAPERS - for a themed issue of the journal Literacy on

TEACHER EDUCATION AND DEVELOPMENT

Initial teacher education (ITE) and continuing professional development (CPD) are core aspects of the work of many teachers, advisory teachers and consultants, as well as university lecturers. Policy and practice in ITE and CPD in Literacy and English are frequently highly politicised and contested - whether in terms of competing subject paradigms or of pedagogies grounded in profoundly different epistemologies and understandings of how people learn. Research in ITE and CPD covers a wide range of activities informed by a variety of theoretical positions ranging, for example, from studies of the interactions between young people and beginning teachers and between beginning teachers and their mentors, to studies that seek to identify the effectiveness of specific teacher education programmes or the impact of new learning technologies and, of course, historical and policy analyses.

In this Special Issue of Literacy due out in July 2006, the focus will be on ITE and CPD in the areas of primary/elementary and secondary (middle school and high school) literacy and English. We also welcome theoretical pieces and discussions of the field in relation to broader issues of literacy learning, professional education and changing professional identity. Research from the perspectives of life history and self-study would be most welcome as would evaluations of innovative schemes and pilot projects. Submissions that offer evidence-based perspectives on current national and international policy initiatives (whether quantitative or qualitative) are also encouraged. It would be welcome speculative pieces offering a vision for the future of teacher education in literacy/English, connected to the improvement of educational opportunities for all young people in formal schooling.

For further information about the international, refereed journal Literacy, go to:
<http://www.blackwellpublishers.co.uk/editors.asp?ref=1741-4350>

Final submission date: 30th November 2005

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Addresses to which articles should be sent:

Files and editorial correspondence should be sent to admin@ukla.org, or to the guest editors direct. Where paper copies are submitted, four copies of the article should be sent to Henrietta Dombey, UKLA, Upton House, Baldock Street, Royston, SG8 5AY, U.K. marked 'Literacy submission: Teacher Education and Development special issue'.

DONNORS, FINANCIAL & PROFESSIONAL OPPORTUNITIES

Education Policy Centers

[Center for Educational Policy Studies](#)
Russian Federation

[Educational Forum](#)
Serbia

[Education Reform Circles](#)
Serbia

[Education Policy Center at Orava Association for Democratic Education](#)
Slovakia

[Slovak Governance Institute](#)
Slovakia

[Institute for Economic and Social Reforms \(INEKO\)](#)
Slovakia

[Centre for Educational Policy Studies \(CEPS\)](#)
Slovenia

[Educational Reform Support Unit «Pulse»](#)
Tajikistan

[Turkey Education Reform Initiative](#)
Turkey

[Educational Studies Center](#)
Ukraine

[International Centre for Policy Studies](#)
Ukraine

[Center of Educational Policy](#)
Ukraine

Center on Philanthropy and Civil Society Non-profit Sector Emerging Leaders International Fellows

The Center on Philanthropy and Civil Society's Emerging Leaders International Fellows Program provides leadership training through applied research and professional mentorship for young scholar-practitioners in the nonprofit sector. The program is open to scholars and practitioners interested in building Third-Sector capacity in the United States and overseas. This year's Fellows will be selected from abroad and also from communities of color under-represented in the U.S. grant making sector. Fellows are based at The Graduate Center of The City University of New York, where they design and pursue an individualized research project and participate in a seminar with Third-Sector leaders. Specific topical areas are chosen each year.

The research topics for applicants to the 2006 Emerging Leaders Program, including the program's Diversity Fellowship, is community foundations. A limited number of fellowships for research on Diaspora philanthropy, as well as other topics, may also be available for applicants based outside the United States.

Fellows will participate in a 3-month seminar (March 1 to May 31, 2006) on the U.S. and international voluntary sectors. Fellows are expected to produce a 25-40 page paper on their findings, which will be presented in the seminar. They will learn about the work of key agencies and meet with foundation and nonprofit representatives. They will also attend selected conferences.

Application deadline: August 15, 2005.

For more on this topic [click here](#)

PUBLICATIONS

Striking a balance - efficiency, effectiveness and accountability: the impact of the EU financial regulation on the relationship between the European Commission and NGOs

The report was commissioned by Concord, the European Women's Lobby, the Open Society Institute-Brussels, the Social Platform and Solidar. The study was based on interviews with Commission officials, national government staff and NGOs as well as desk research. It was launched recently at a well-attended event at the European Policy Centre.

The report examines the problems encountered by NGOs working with grant funding from the European Commission. It looks at the underlying Financial Regulation and the resulting loss of effectiveness for both sides, and proposes detailed recommendations for changes to the Financial Regulation and the implementing rules.

Overall, the findings suggest that the partnership between NGOs and the Commission is being jeopardised by the overly rigid application of the regulations which govern the financing of NGO activities. The Commission has over emphasised adherence to procedures at the cost of damaging the effectiveness of its programmes, therefore spending a great deal of money on unnecessary and ineffective bureaucracy. In the three Directorates-General examined the cost to the Commission of administering programmes was over three times more than costs incurred by national governments in the UK, Sweden and Denmark. If the Commission achieves the levels of efficiency of these three national government departments the saving would be in the region of € 45 million.

To download the report please [click here](#)

Final report on Education for All meeting in the Baltic Sea sub-region

June 21, 2005- (UNESCO) A new forum on education for sustainable development was one of main issues discussed at a recent UNESCO meeting on Education for All in the Baltic Sea sub-region. The final report of the meeting is now available. Participants also discussed practical approaches towards launching joint projects in the sub-region to enhance cooperation in Education for All activities

Related Links

[Final Report UNESCO's The Baltic Sea Project - a regional project which combines environmental education on a specific issue, the Baltic Sea, with intercultural learning](#)

Click [here](#) for more info

EDITOR'S NOTE

This issue of the Newsletter is based on the information, submitted by the Education Policy Centers. Please provide news & information for the next issue until 1st of August 2005 to: gpataki@cedu.ro

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